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A COMPARISON OF OBJECTIVE AND SUBJECTIVE METHODS
OF IDENTIFYING INTELLECTUALLY GIFTED
SIXTH GRADE CHILDREN

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SIXTH GRADE CHILDREN

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by
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CHAPTER I

INTRODUCTION

There is a growing recognition of the need to identify and to meet the educational needs of all exceptional children. Included in this group is the gifted child. One of the major difficulties involved in such an endeavor is that of accurate identification of intellectually gifted children.

I. THE PROBLEM

Statement of the problem. The problem was to determine whether sixth-grade teachers identify the same sixth-grade children as "intellectually gifted" by means of a planned program of subjective observation as are identified as such by the use of the Lorge-Thorndike (group) and Stanford-Binet (individual) intelligence tests in the Adel Community Schools, Adel, Iowa.

Importance of the study. Few schools do any formal standardized intelligence testing of students more often than every three years.¹ Moreover, teachers' observations for the purpose of identifying intellectually gifted children have

¹National Education Association of the United States, Administration Procedures and School Practices for the Academically Talented Student (Washington, D.C.: National Education Association of the United States, 1960), p. 52.

been found to be generally unreliable,¹ perhaps due to lack of orientation in methods of observation and to lack of knowledge of the many common characteristics of intellectually gifted children. With no pre-determined methods for their identification in the three-year interim between the administration of standardized intelligence tests, and with no all-school program for accomodating their special needs, gifted children are left to develop poor study habits and attitudes of disinterest--even outright dislike for the school, which has failed to stimulate them.² There appears to be a need for each teacher to be dedicated to independent awareness of clues to intellectual giftedness; to provide for each prospective or currently gifted child--whether that be through enrichment, suggested acceleration, or special classes.³ The pre-adolescent sixth-grader is flexible and is typically motivated to make the most of himself.⁴ If such be the case, there may be a possibility of identifying a "border-line gifted" child who might be motivated to greater mental activity and, hence, reach a full-fledged status as

¹Samuel A. Kirk, Educating Exceptional Children (Boston: Houghton Mifflin Company, 1962), p. 42.

²Ibid., p. 43.

³Ibid., pp. 60-65.

⁴National Education Association of the United States, op. cit., p. 51.

"gifted", which would make him eligible for any special provisions for such children.¹

II. LIMITATIONS

While searching for clues to intellectual giftedness, the writer made a sincere effort to adhere to an unprejudiced observation of students. However, some children project their intellectual assets to such a noticeable degree that the observer cannot help but be dazzled by them; whereas other less personable students tend to remain obscure. This subjectivity is a recognized restriction of evaluation by observation.²

A second limitation is the fact that two formal standardized tests were employed as means of identifying gifted children. There is no "fool-proof" method for identification of gifted children.³ However, standardized intelligence tests, group tests for screening, and individual tests for more precise evaluation have been recognized as a reliable part of a total evaluation program.⁴

¹Harold W. Bernard, Adolescent Development in American Culture (Yonker-on-Hudson, New York: World Book Company, 1957), p. 26.

²Alfred Schwartz and Stuart C. Tiedeman, Evaluating Student Progress (New York: David McKay Company, Inc., 1957), p. 195.

³Kirk, op. cit., p. 44.

⁴Schwartz, op. cit., p. 261.

For this reason, the objective methods mentioned above served as a check on the accuracy of the structured subjective method utilized in this study.¹

The writer's rather limited teaching experience may have contributed to some lack of finesse in judging intellectual ability. It was hoped that a freshness of approach and beginner's enthusiasm might have compensated for that deficiency.

III. DEFINITION OF TERMS USED

The following terms are defined individually, but are for the most part merely nuances of a common image.

Gifted. In this study the term "gifted" has been used to describe any child whose intelligence quotient (IQ) was 130 or more on an individual intelligence test. This point, one of many chosen by experts on giftedness,² was used in order to recognize those who are "border-line gifted" and who might, upon such recognition, be motivated to raise their scholastic achievements to a higher plane.

Gifted child. The term gifted child refers to (1) a child whose mental age is considerably higher than his actual age compared with children in the general population; (2) a child who is far more educable than the generality of children; (3) a child whose performance is consistently remarkable in a worthwhile type of endeavor.

¹Ibid.

²Kirk, op. cit., p. 39.

Mentally ("intellectually") gifted child. The mentally ("intellectually") gifted child term applies to a child or youth possessing high intellectual ability, with mental age well in advance of the norm, and consequently a high IQ.

Precocious child. The precocious child is one who is exceptionally advanced beyond the norm mentally or physically.

Accelerated child. The accelerated child is a child whose achievement or mental growth is beyond that of the average child of the same chronological age.

Exceptional child. The exceptional child is a loose term used to cover children who have abnormal physical, mental or social differences.¹

Swift-learner. The swift-learner is but another term which applies to the intellectually gifted.

IV. PROCEDURE

The fact that many teachers fail to make an accurate appraisal of student intellectual potential was pointed out in the introduction to this study. It was stated that such appraisals might be more accurate and, hence, even comparable to the level of accuracy reached by standardized tests, if

¹Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959).

the teacher made a genuine effort to be as objective as possible in utilizing a subjective method of appraisal.

In this study, the following steps were followed. A description of the method of identification by observation was made and documentation of reliability of such a method for the identification of gifted children was recorded.

Literature by recognized authorities in the field of gifted children was perused in order to formulate a check-list of common characteristics which was comprised of one or more items from each of the areas in which gifted children have been found to excel; physical development, family and environmental relationships, mental capacity, social awareness, interests, and miscellaneous items. This checklist was used for the purpose of screening; that is, if half or more of the items were checked on the checklists for one student, that student was watched more closely for clues to intellectual giftedness.

A second checklist, which had appeared in a published handbook and was specifically designed for the identification of intellectually gifted children, was also used.¹ The checklist forms, one for each child, were then supplied to each teacher, who began to observe the students and to record his observations. The two checklists appear in the appendix of this report.

¹Jack Kough and Robert F. DeHaan, Teacher's Guidance Handbook. I. Identifying Children Who Need Help (Chicago: Science Research Associates, 1955), p. 44.

Each child was observed by the writer, who was one of the two sixth-grade homeroom teachers involved in this study. Ability-grouping based on scholastic achievement was the method used to divide the grade into two classes. The thirty-four children in the "upper group" were in the writer's homeroom. She taught the remaining twenty-six students for two classes each.

At the end of each class period the teacher in whose class it occurred wrote a note in which she recorded any clue of giftedness based upon the checklists. After school hours, to prevent the students from becoming aware of an ongoing observation, she recorded each clue on that student's checklist. Some items in the checklist, such as the number of siblings, the student's age, the parent's occupation, and the order of birth in the family were marked only after a study of the school's records.

The other sixth-grade homeroom teacher, who had the other twenty-six sixth-graders ("lower ability group"), contributed her many years of experience by being alert to any clues of giftedness. This teacher had the class of thirty-four students for two classes per day and recorded any suggestion of precocity in the manner described above, that is, through the use of the checklists and additional notations. (The writer and other teachers were cognizant of the fact that gifted children are not always in the

"upper ability" group--that they may be underachievers.)¹

Other teachers who aided in the research were the art teacher, who saw the children two hours per week; the music teacher, who had two thirty-minute classes with them per week; and the physical education teacher, who had a fifty-minute class with them per week. Having been given a checklist for each child, each teacher recorded clues in the suggested manner. However, due to the brevity of time spent with the children and the fact that each taught them only one subject, the clues were correspondingly fewer. These teachers were asked to help, however, because it has been established that intellectually gifted children often display talent in many areas.²

At the end of each month all of the teachers involved met in a conference to "total" the clues and evaluate the evidence which they had collected. The composite results were again recorded. "Totaling" consisted of rephrasing clues which might not have been easily interpreted by an outsider, and the combining of similar clues. If a recorded clue seemed inconsequential, or had momentarily appeared more important than it did in retrospect, it was either deleted or placed in proper perspective.

At the end of the three-month period, the teachers involved re-evaluated the recorded clues and areas of

¹Kirk, op. cit., p. 71.

²Gertrude Howell Hildreth, Educating Gifted Children, (New York: Harper and Brothers Publishers, 1962), p. 16.

strengths for each student. Re-evaluation was comparable to the "totaling" which they did at the end of each month. Once again they "weighed" the clues to determine whether or not they were actually indicative of giftedness, or if it were only an isolated clue which might well have been but an interesting facet of the behavior of a child with average intelligence. The writer made the final identification of those thought to be gifted and recorded their names. This identification was made on the basis of the frequency of checks on each student's checklist and his scholastic performance.

The day following the end of the observation period, the administration of standardized group intelligence tests (Lorge-Thorndike-Level 3, Form A, verbal and non-verbal), was started. The administration of these tests by the school guidance counselor took several days. Three weeks later--delay due to pre-scheduled standardized skills tests which were given throughout the school--individual tests were given to those students whose IQ's were 130 or above on either part (verbal or non-verbal) of the group test. Upon the request of the writer, one student whose IQ was under 130 on both parts of the group test was also given the individual test. The administration of the individual tests, (Stanford-Binet, Form LM, 1960, Revised) also given by the guidance counselor, required a minimum of two hours per student. The administration of both the group and individual tests required five weeks.

Six students were selected at the close of the observation period. Of those, five were found to have IQ's of 130 or above on the verbal part of the group test. They had the five highest composite IQ's (average of the verbal and non-verbal IQ's on the group test of the class). The remaining one, Profile VI, was found to have an IQ of 119 on the verbal part of the test and an IQ of 117 on the non-verbal part. In addition to these six who were selected as "gifted" by means of the checklist, four others had IQ's of 130 or above on the verbal part of the group test. As shown on each individual profile, three of these four not chosen by the writer as "gifted", failed to manifest very high IQ's--110 or below--on the non-verbal part of the test.

After the testing had been completed, written profiles were made of the ten students who had IQ's of 130 or above as identified by means of either part of the group test, verbal or non-verbal, and/or the individual test. From the checklists submitted by each teacher a composite checklist was made for each student. The composite checklists were then scrutinized and tabulated to ascertain whether either the number of items or the types of items checked on the checklists presented a pattern indicative of giftedness.

CHAPTER II

REVIEW OF LITERATURE

The need for a more adequate system of identifying intellectually gifted children by classroom teachers was reviewed in the introduction to this study. It was suggested that teachers who had been recently and expertly oriented toward common characteristics of intellectually gifted children might, upon thoughtful observation and careful recording of such observations, be expected to recognize these children.

I. GUIDEPOSTS FOR OBSERVATION

"As a data-gathering device, direct observation may make an important contribution to descriptive research."¹ Observation as a method for identifying intellectually gifted children can make such a contribution.² "The observer must know what to look for. The use of a checklist, score card or some other type of inquiry form may help to objectify and systematize the process."³ The checklist consists of prepared lists of items. This type of device

¹John W. Best, Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 160.

²Ibid., p. 164.

³Ibid., p. 163.

systematizes and facilitates the recording of observations, and helps to assure the consideration of the important aspects of the object or act observed.¹

Both reliability and validity of observation are improved when observations are made at frequent intervals by the same observer.² These criteria are two of the most important entities of any appraisal techniques.³

Observation, as a research data-gathering process, demands rigorous adherence to the spirit of scientific inquiry. The following standards should characterize the observer and his observation:

1. Observation is carefully planned, systematic, and perceptive. The observer knows what he is looking for, and what is irrelevant in a situation. He is not distracted by the dramatic or the spectacular.
2. The observer is aware of the wholeness of what is observed. While he is alert to significant details, he knows that the whole is often greater than the sum of its parts.
3. The observer is objective. He recognizes his likely biases, and he strives to eliminate their influence upon what he sees and reports.
4. The observer separates the facts from the interpretation of the facts. He observes the facts, and makes his interpretations at a later time.
5. Observations are checked and verified, whenever possible, by repetition, or by comparison with those of other competent observers.
6. Observations are carefully and expertly recorded. The observer uses appropriate instruments to systematize, quantify, and preserve the results of his observations.⁴

¹Ibid., p. 164.

²Ibid., p. 163.

³Schwartz and Tiedeman, op. cit., pp. 75, 81.

⁴Best, op. cit., p. 167.

II. VALUES OF STANDARDIZED INTELLIGENCE TESTS

"There is a basic notion existing in educational measurement, namely that if something exists, it exists in some quantity. Hence, it can be measured."¹

Probably the majority of authorities have found that standardized intelligence tests are a most reliable method for the identifying of gifted children.

Intellectual ability as measured by various intelligence and achievement tests, is the aspect of giftedness most commonly recognized in the setting up of school programs. This practice is justified by the fact that good things tend to go together. High scores on intelligence tests indicate generally high scholastic aptitude; they are likely to forecast success in high school and college.²

Abraham found that the mental test was one of the devices that could best tell the full story about the gifted. As a general guide--as one of the clues for determining giftedness through indications of curiosity, initiative, analytic ability and creativity--these tests (group and individual) can be effective.³

Identification consists in the process of screening children by means of standardized test procedures....and

¹Paul F. Brandwein, The Gifted Student As Future Scientist (New York: Harcourt, Brace and Company, 1955), p. 36.

²Ruth Strang, Helping Your Gifted Child (New York: E. P. Dutton and Company, Inc., 1960), pp. 26-27.

³Willard Abraham, Common Sense About Gifted Children (New York: Harper and Brothers, Publishers, 1958), p. 36.

selecting the superior children for education programs designed particularly for them.¹

Procedure for identifying gifted children should be functional, systematic and inclusive. The identification procedures should be geared into the over-all testing program of the school. All the children should be tested at regular intervals with . . . tests so that numerous kinds of abilities can be found. Without this kind of identification children will be overlooked.²

Intelligence tests might generally be classified into categories--group and individual.³ In this study, both types were used.

"Of the many kinds of standardized tests now available, one of the most familiar is the standardized group intelligence test. Tests of this type are particularly valuable for the first rough screening."⁴ Such tests afford "rapid appraisal of large group of students at a relatively low cost per student."⁵

The Lorge-Thorndike group tests were used in this study. This test "is among the best group tests available

¹Intelligence tests are administered regularly to all children in grades three, six, nine, and twelve in the Adel Community Schools, Adel, Iowa.

²Robert F. DeHaan, "Identifying Gifted Children," The Exceptional Child, A Book of Readings, James F. Magary and John R. Eichorn, editors (New York: Holt, Rinehart, and Winston, Inc., 1960). p. 502.

³Schwartz, op. cit., p. 263.

⁴DeHaan, op. cit., p. 503.

⁵Schwartz, op. cit., p. 285.

from the point of view of psychological constructs upon which it is based and that of statistical standardization."¹ "The Lorge-Thorndike tests should be accorded a place among the best of our group intelligence tests."²

Those students whose IQ's were found to be 130 or above on the group tests were given an individual intelligence test:

Additional information about the intellectual level of a child can be gained by the use of individual tests. The individual test usually gives a more reliable measure of intelligence than does a group test, and hence increases confidence in the accuracy of the identification procedures.³

Professor Leta Stetter Hollingworth, famous for her work with the gifted, felt that individual intelligence scales were excellent as a pioneer means of identifying mentally superior children.⁴ She stated, "It is the most significant contribution of psychology to education in this century. . . that we are enabled to know the mental caliber of a human in his early years."⁵

¹Frank S. Freeman, The Lorge-Thorndike Intelligence Test, Oscar Krisen Buros, ed., The Fifth Mental Measurements Yearbook (Highland Park, New Jersey: The Gryphon Press, 1959) p. 350.

²John E. Milholland, The Lorge-Thorndike Intelligence Test, Fifth Mental Measurements Yearbook, op. cit., p. 350.

³DeHaan, op. cit., p. 504.

⁴Miriam Pritchard, "The Gifted Child," American Association for Gifted Children, Paul Witty, ed. (Boston: D. C. Heath and Company, 1951), p. 49.

⁵Pritchard, op. cit., citing Leta Stetter Hollingworth, "Problems of Relationship Between Elementary and Secondary Schools in the Case of the Highly Intelligent Pupil," Journal of Education in Society, XIII (October, 1939), 102.

The individual test possesses the great advantage of providing a more valid and dependable measure of the capacity of any one individual than is ordinarily achieved through group testing. However, individual testing has some obvious limitations; the high cost per student, the great amount of time required (in comparison to group tests), and the need of specially trained personnel for the administration of these tests.¹ Moreover, a total testing program for best possible evaluation of intelligence is afforded only with the combined use of both group and individual tests.²

The Stanford-Binet Intelligence Scale is one of several tests now commonly employed for individual testing. This test, the result of many revisions through the years, was one used by Dr. Lewis Terman in his famous Genetic Studies of Genius at Stanford University.³

The most important function of any method or technique of evaluation and appraisal, objective or subjective, is to provide an accurate, reliable and valid basis for the guidance of the student, not in narrow vocational terms, but in the broad sense of assuring the maximum utilization of his capacities, interests, and characteristics.⁴

III. OBSERVABLE CHARACTERISTICS OF THE GIFTED

In order for the teacher to identify scholastically talented children with any degree of accuracy, she must

¹Schwartz, op. cit., p. 285.

²Kirk, op. cit., p. 45.

³Best, op. cit., p. 285.

⁴Schwartz, op. cit., p. 268.

implement methodical consideration of the many growth and behavior patterns characteristic of gifted children.¹ Of course, any one child will not evidence all of the characteristics known to be common among the precocious, nor will any one child have the same set of traits as any other child.² Often latent traits are kept safely beneath the surface by the unmotivated, regiment-bound student of the proverbial monarchical classroom. The teacher must therefore keep in mind the need to provide a stimulating, non-restrictive classroom where the students feel free to reveal their own best efforts toward learning. It is in such a classroom climate that the characteristics of the gifted come to the fore, enabling the teacher to recognize them.

Physical Characteristics

Consideration of physical growth and development is perhaps as elementary and obvious a facet as any of the multi-sided developmental pattern of the gifted. This, then, should be a good beginning point for observation.

In the past, gifted children have been thought of as bespectacled weaklings whose greatest physical ventures were the movements of their eyes across line after line of the printed page. This is generally erroneous. Instead, one can expect the precocious child to be large for his

¹Kirk, op. cit., p. 43.

²Ibid., p. 50.

chronological age, broad-shouldered, strong-muscled, and to have well-developed lungs.¹ He is well coordinated in motor skills, has greater strength, better posture, fewer dental caries, and fewer sensory defects.²

Upon questioning the child's parents, the teacher can expect to find that the majority of this group sleep more than average children--or did in their early years--and spend more time out-of-doors, (two and one-half to three hours daily). Parents frequently supply additional information about the child's early years; that he was heavier at birth, that he learned to walk earlier, and that he learned to talk earlier than the rest of his brothers and sisters.³

Gifted children tend to experience fewer headaches, and do less mouth breathing than other children. Girls show more physical variations than boys, but both are physically above average. They are longer in pubescence and earlier in sexual development than other children.⁴

The characteristics listed above do not imply that gifted children claim a priority on such physical superiority; rather, that they tend to be more apt to possess great physical well-being.

¹Florence L. Goodenough, Exceptional Children (New York: Appleton-Century-Crofts, Inc., 1956), p. 73.

²Abraham, op. cit., p. 32.

³Kirk, op. cit., p. 55.

⁴Maurice F. Freehill, Gifted Children (New York: The Macmillan Company, 1961), p. 56.

Family and Environments

To facilitate effective teaching the teacher should attempt to acquaint himself with each student's environmental circumstances, especially those of his home and family. Gifted children come from all socio-economic levels, but a higher percentage of them are born into families of the "upper-middle" class.¹

The educational level of the parents tends to be much above average. Hollingworth found that of 437 subjects, 40.3 per cent of their parents held either professional or managerial positions.² This suggests that an environmental atmosphere conducive to reading and appreciating the arts, which could be expected to a greater degree in the homes of professional persons than in the homes of unskilled and uneducated parents, can promote an increase in the intelligence quotient, one of the currently major evaluative factors used for selection of gifted children. It should be emphasized that a good home in the upper socio-economic level does not guarantee giftedness.

In 1921 Professor Lewis A. Terman of Stanford University began a study of gifted children in five major

¹Walter B. Barbe, "A Study of the Family Background of the Gifted," Educating the Academically Able, Lester A. Crow and Alice Crow, (eds.) (New York: David McKay Company, Inc., 1963), p. 20.

²Ibid., p. 25, citing Leta Hollingworth, Gifted Children (New York: The Macmillan Company, 1926).

California cities. These children were screened on the basis of teachers' judgments, group tests, progress through the grades, and an abbreviated form of the Stanford-Binet test. The remaining children were given a complete Stanford-Binet test, and those with an intelligence quotient of 140 or above were included in the group chosen for study. A total of 1500 children were used in the study.¹ In this study (the average intelligence quotient of the students involved was 151) Terman found that the parents of these children had four to five years more schooling than the average for the United States, and that the median family income was more than twice the California average.² Another characteristic of families of gifted children is that of a male-dominated household.³ There is a low incidence of divorce in such families.⁴

As mentioned earlier, gifted children come from all socio-economic levels and from all races and creeds. The higher percentage emanating from one race or culture may be due to the kinds of intelligence tests and other means of identification used.⁵ However, it is interesting to note

¹Goodenough, op. cit., p. 72.

²Ibid., pp. 72-73.

³Freehill, op. cit., p. 38.

⁴Kirk, op. cit., p. 54.

⁵Ibid., p. 50.

that there is a high rate of giftedness among the Jews, a low rate among Italians and other South-European immigrants, and proportionately fewer Negroes than Caucasians.¹

According to Hollingworth, the gifted have few siblings.² Of the 253 subjects in Goddard's study, half were first-born and three-fourths were first or second born. Of the first-born, forty-five--or about eighteen per cent--were only children.³

Mental Characteristics

For accurate, objective evaluation of intelligence, reliance upon standardized tests is heaviest. However, gifted children evidence many characteristics which can be observed in a less formal manner. In this type of evaluation, great stress is placed on what the child does--how he learns. He is not dissimilar from the child with average intelligence, for he learns by direct, concrete experiences, by associating desirable experiences, and by associating desirable and undesirable consequences with his acts.⁴ The significant difference between the two is the degree of learning. The

¹Ibid., p. 58.

²Barbe, op. cit., p. 21, citing Hollingworth, op. cit.

³Ibid., citing Henry H. Goddard, "School Training of Gifted Children," (Yonkers, New York: World Book Company, 1928), p. 129.

⁴Helen Hay Heyl, "Learning Characteristics and Problems of Gifted Children," Educating the Academically Able, Crow and Crow, eds., (New York: David McKay Company, Inc., 1963), p. 53.

bright child requires less exposure and gains more from it. His powers of perception are keener. He learns abstractions more readily and completely.¹ The unoriented teacher is likely to consider superior children to be lazy because of comparatively limited exposure to a situation required for their understanding. She may even note signs of boredom during activities planned for the average learner but which quickly lose their appeal for the gifted.²

Gifted children are often self-motivated, or are more easily motivated if the motivation is not connected with a lesson learned long before. Their attention span is longer than that of their age-peers.³

In her article, "The Gifted Child in the American Culture of Today," Margaret Mead wrote that our society tends to undervalue success which comes easily. A student who earns an "A" in a test, but earns it with little or no apparent effort, is not appreciated nearly so readily or greatly as the student who earned an "A", but with obvious effort.⁴

A key indicator of great ability is early learning.⁵ If the teacher has taken advantage of an opportunity to discuss the child with his parents, he may find that the child learned nursery rhymes before he was two years old. He may discover

¹Freehill, op. cit., p. 50.

²Ibid., p. 43.

³Ibid., p. 43.

⁴Ibid., p. 34.

⁵Ibid., p. 43.

that the untutored child learned to read before he was five years of age. (Many have learned to read independently by the time they are three years old.)¹ Precocious learning is not ordinary learning at an increased rate. This learning comes from limited exposure or few practices and is marked by high level retention and transferability.²

The ability to generalize is a foremost characteristic of giftedness. A single learning situation will enable the accelerated child to form hypotheses about a wide range of related concepts. In demonstrating his ability to generalize, it is not at all unusual for him to use similes and metaphors.³

The swift-learner explores and invents, is curious, foresighted, and original.⁴ For this reason teachers who are not alerted to the characteristics of gifted children may be inclined to label the child as a trouble-maker if he fails to conform to the rigid and narrow assignment for the day. Original but unexpected answers or solutions may at first lower the quality of the child's work, for he is more

¹Ruth Strang, "Psychology of Gifted Children and Youth," Psychology of Exceptional Children and Youth, William M. Cruickshank, (ed.) (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955), p. 490.

²Freehill, op. cit., p. 45.

³Ibid.

⁴Paul Witty (ed.), The Gifted Child (The American Association for Gifted Children. Boston: D. C. Heath and Company, 1951), p. 13, and Goodenough, op. cit., p. 128.

concerned with possible new ways to solve a problem than he is about accuracy of the first try. While some children are merely seeking attention when they ask questions, the gifted child asks because he wants to know. Moreover, he will continue to do so until he gets a satisfactory answer.

Gifted children are more skillful in achieving comprehension. They generally have an exceptional interest in reading, tend to read books at the adult level, and read intensively in particular fields.¹ Perhaps because of this interest in particular fields, they are unusually interested in science.² Gifted children have been found to express a keener interest in the more abstract school subjects than those demanding a great deal of rote memorization or manual skill. Scores on educational tests and school marks substantiate this. Terman's study showed that such children disliked penmanship intensely. Sewing, cooking, and manual training (now industrial arts), also were of little interest to them either, whereas literature, dramatics, and general science were rated high.³

¹Strang, "Psychology of Gifted Children and Youth," Psychology of Exceptional Children and Youth, op. cit., p. 489.

²Strang, "The Nature of Giftedness," Education for the Gifted. Fifty-seventh Yearbook of the National Society for the Study of Education, Part I (Chicago: The University Press, 1958), p. 78.

³Goodenough, op. cit., p. 77.

"The mentally gifted are characterized by 'power'-- that is, they are able to do mental tasks of a high degree of difficulty."¹ They reveal this "power" while taking standardized tests whose items are based upon reversed digits, memorization of sentences, and vocabulary (especially the meaning of abstract words).

Many precocious children also possess versatility. While working on a project, they are apt to suggest including related art, musical plays, dances, and poems that would enlarge and improve the quality of scholarly approach.²

The performance of the gifted child is consistently superior in the areas of special interest. The amount of information he has gained in a field of special interest to him, is at times almost unbelievable. If his general advancement is rapid on one developmental level, it usually continues to be rapid as the child progresses to higher levels.³

Perseverance is still another quality common to many gifted children. In a study of three hundred geniuses, Cox found this to be a fundamental characteristic.⁴ In addition, they are frequently capable of making a realistic self-appraisal, which results in increased self-confidence and

¹Witty, op. cit., p. 14.

²Strang, "The Nature of Giftedness," op. cit., p. 77.

³Witty, op. cit., p. 13.

⁴Freehill, op. cit., p. 51.

motivation. While the popular conception of gifted children does not include persistence as one of their traits, studies of the gifted show them to be quite persistent.¹

Both the Terman and the Cox studies showed that gifted children continued to forge ahead despite parental pressure to maintain a slower intellectual pace. The children appeared to gain motivation for further scholastic pursuits from their realistic self-appraisal of their abilities.²

The more able student displays a high level of energy.³ This energy is manifested in continuous involvement in activities--each of which he completes. He participates in a large number of extra-curricular activities, in many in which he assumes the role of leadership. Often his energy is directed toward long range, unattainable, and poorly defined goals.⁴

Liddle, in a study of gifted children, found that there is a significant overlap of desirable characteristics among the gifted. Sixth-grade children were tested and rated by percentile scores on "intellectual talent," "social leadership," "artistic talent," "aggressive maladjustment," and

¹Ibid., p. 52.

²Ibid., p. 37.

³Ernest O. Buhlet and Eugene N. Guirl, "The More Able Student Described and Rated," Educating the Academically Able, Crow and Crow (eds.) (New York: David McKay Company, Inc., 1963), p. 50.

⁴Ibid.

"withdrawn maladjustment." The results showed a positive correlation between intellectual ability and the other talents, while a negative relationship existed between intellectual ability and maladjustments. It was concluded that children who were highly gifted in one of the three talents were quite likely to be talented in the other areas and very unlikely to be maladjusted.¹

Social Characteristics

According to a widely accepted concept, the gifted child is disliked by his peers because he is too smart. Recent studies have shown this to be erroneous. Such children are usually popular and readily accepted by their peers. Members of this group often choose friends from a class two or three years older than themselves. Possession of a wide circle of friends and the ability to influence them might be expected to promote conceit in the gifted group. Instead, they are reported to be modest. They tend to be cognizant of their need to learn more. Unwise parental advertisement of their child's abilities tends to foster conceit and attitudes of condescension.³

¹Freehill, op. cit., p. 114.

²Buhlet, op. cit., p. 49.

³Goodenough, op. cit., p. 78.

Should an observer expect the gifted child to be emotionally unstable because of his ability to learn rapidly and his accelerated growth pattern? The answer is "No." Usually he can be expected to be more stable, less tense, and more able to understand and handle his personal problems than can his peer of average ability.¹ His superior physical fitness and mental precocity enable him to meet frustrations and to self-diagnose any trends toward anti-sociality he might experience.²

It should be noted that children whose intelligence quotients are very high, or are otherwise known as the highly gifted, are more apt to be socially maladjusted than are those children who are gifted, but not highly gifted. His mental age is so far ahead of his chronological age and other possible facets of his development that adjustment problems frequently result. Hollingworth found that pupils with intelligence quotients of 180 or more had more adjustment problems than pupils with intelligence quotients between 130 and 180.³

The more able student displays a talent for leadership. He can be expected to play the role of mediator if any

¹James Gallagher, "What Are Gifted Children Like?" Educating the Academically Able, op. cit., p. 42.

²Witty, op. cit., p. 134.

³Edith H. Grotberg, "Adjustment Problems of the Gifted," Educating the Academically Able, op. cit., p. 138.

inter-personal friction arises. He is influential within a group and usually "takes charge" of a group.¹ Though it was stated earlier that gifted children with extremely high intelligence quotients might be more prone toward social adjustment problems, they can be expected to be leaders when educated in segregated classes attended by gifted children only.²

Interests

Hobbies and collections appear to hold a strong appeal for the gifted child. These interests are not of the casual variety; instead, such projects are the result of intensive planning and high-level organization at every phase. Often several interests are pursued simultaneously.³

Miscellaneous

It appears that the number of boys who have found to be gifted is proportionately higher than the number of girls. Because girls tend to mature earlier and thus score higher accordingly on standardized tests, one might expect more girls than boys to be gifted. However, the greater variability--more extremes--in the male population accounts

¹Witty, op. cit., p. 102.

²Ibid., p. 94.

³Benjamin Fine, Stretching Their Minds (New York: E. P. Dutton and Company, Inc., 1964), p. 27.

for the higher number of gifted boys. Along with the higher proportion of gifted boys there is a similar weighting of the population in institutions for the mentally retarded.¹

In one of his studies, Terman selected gifted children on the basis of teacher referrals, test records, and nominations by interested community residents. To secure these nominations he asked such questions as, "Who was the brightest child in your room last year?", "Who was the most able in arithmetic?", "Who was the youngest child in the room?" The final question provided twenty per cent of the nominees and proved to be a valid measure for selection.² Though fewer children are allowed to skip grades today than were allowed to do so during the time of his study, it is still worthy of consideration. The fact that a child is doing superior work even though he is as much as ten to eleven months younger than the class in general suggests an accelerated mental age.

The behaviors which indicated giftedness do not occur simply because the subject has ability. They occur because the situation requires or stimulates complex behavior with a large intellectual function. A man's reaching-height may be most adequately estimated when a situation encourages him to make

¹Goodenough, op. cit., p. 69.

²Freehill, op. cit., p. 41, citing Terman, "Mental and Physical Traits of a Thousand Gifted Children," Genetic Studies of Genius (Stanford, California: Stanford University Press, 1925), I.

the utmost reach and when the observer knows the height or the standard of every shelf. Giftedness is most likely to be discovered in the environment which encourages intelligent behavior and by the adult who has looked at all behavior in order to locate the pieces which provide for the greatest manifestation of intellectual ability.¹

¹Freehill, op. cit., pp. 56-57.

CHAPTER III

PRESENTATION OF DATA

The following are brief profiles outlined for ten students who, after totaling and evaluating the checklists, were considered gifted or were found by one or both parts of the standardized group test and/or the individual intelligence test to be gifted, that is, having an intelligence quotient of 130 or higher.

STUDENT PROFILE I

This student did not fit the currently accepted physical pattern of the gifted. He was five feet two and one-half inches tall, and though apparently healthy and large for his age of eleven years and nine months, he was markedly overweight--172 pounds. His overweight undoubtedly contributed to his outright dislike for participation in sports. Consequently, his classmates scorned him when he spent his recesses by reading a book under a tree or by staying at his desk.

His home environment probably did not contribute to his precocity. His father was a construction worker who was away from home throughout the week. His mother had a high school education, whereas his father had completed only the first eight grades. With one exception, the above were the only negative factors observed.

He was first born in his family. There were two younger brothers.

He never lacked for something to keep him interested. He always had a personally-selected science book to read in his spare time.

The art teacher, who saw him during two one-hour class periods per week, felt that he was outstanding in creativity. She stated that he was not distracted by the manner in which others worked--that he continued to use his own methods. His ability to draw made art an enjoyable subject.

He played the trombone in the junior band. His band teacher, who gave him a private, weekly lesson plus instruction in band, reported that this student was exceptionally high in ability in this area. Those who participated in band were deprived of two one-hour study periods per week. This loss of school study periods did not prevent him from maintaining high grades (A) in all subjects.

The vocal music teacher found this boy to be most cooperative (in a class where cooperation was rare). She considered his singing voice to be very good.

Each of the items of Kough and DeHaan's checklist for intellectually gifted children was checked by both sixth-grade teachers with the exception of item six (Uses a large number of words easily and accurately).¹ He did not use a

¹Kough, op. cit., p. 44.

large number of words in either his speaking or writing vocabulary. However, in class discussion of stories from the reading text, he seemed to be proficient at discovering contextual meaning. His reading vocabulary must have been quite large, considering the advanced and/or supplementary science books he read and appeared to comprehend.

He often brought to the writer's attention books which had articles relating to science units under study. Additionally, he asked for permission to perform experiments relating to an assignment, the results of which he reported to the class.

He never hesitated to ask "why" about any fact or concept which puzzled him. He was a consistent performer, seldom getting below an A-.

The decision that this boy was gifted was relatively easy. Each month's evaluation of checks made on the checklists further convinced the writer that this boy would meet the requirements for giftedness set forth in this study.

His IQ was found to be 131 on the verbal test, 130 on the non-verbal test, and 131 as a composite (group test). On the Binet, his IQ was 131.

COMPOSITE CHECKLIST FOR IDENTIFICATION OF GIFTED CHILDREN

STUDENT NUMBER I

General Characteristics

- | | | |
|-----|--|-------------|
| 1. | Is well-developed physically; generally healthy. | <u>X</u> |
| 2. | Is larger for his age than his peers, and appears to be further developed sexually than his age peers. | <u>X</u> |
| 3. | Comes from a home where the parents are in professional or managerial positions. | <u>X</u> |
| 4. | Comes from a family of few or no siblings. | <u>X</u> |
| 5. | Is first or second-born in his family. | <u>X</u> |
| 6. | Is self-motivated--has a long attention span. | <u>X</u> |
| 7. | Has and used the ability to generalize. | <u>X</u> |
| 8. | Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science. | <u>X</u> |
| 9. | Is versatile--may suggest related activities to correspond with an assignment. | <u>X</u> |
| 10. | Is self-confident, but also highly sensitive to his own needs and limitations. | <u>X</u> |
| 11. | Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. | <u>X</u> |
| 12. | Is well-liked by his peers; strong in leadership. | <u> </u> |
| 13. | Is stable emotionally. | <u> </u> |
| 14. | Is young for his grade in school. | <u> </u> |

Characteristics of intellectually gifted child

- | | | |
|-----|---|-------------|
| 1. | Learns rapidly and easily. | <u>X</u> |
| 2. | Uses a lot of common sense and practical knowledge. | <u>X</u> |
| 3. | Reasons things out, thinks clearly and recognizes relationship; comprehends meanings. | <u>X</u> |
| 4. | Retains what he has heard or read without much rote drill. | <u>X</u> |
| 5. | Knows about many things of which other children are unaware. | <u>X</u> |
| 6. | Uses a large number of words easily and accurately. | <u> </u> |
| 7. | Can read books that are one to two years in advance of the rest of the class. | <u>X</u> |
| 8. | Performs difficult mental tasks. | <u>X</u> |
| 9. | Asks many questions. Is interested in a wide range of things. | <u>X</u> |
| 10. | Does some academic work one to two years in advance of the rest of the class. | <u>X</u> |
| 11. | Is original, uses good but unusual methods or ideas. | <u>X</u> |
| 12. | Is alert, keenly observant, responds quickly. | <u>X</u> |

Additional Notations on the Checklists of Student Number IHomeroom teacher.

October. Is an isolate. He reads constantly. He often brings a book to the teacher's attention for a possible supplement to the lessons. He tends to be impatient with his peers; perhaps as compensatory action for his apparent unpopularity. A very good student.

November. May be gifted. Consistently a good student.

December-January. Continues to read lots of outside material--offers supplementary material for classes.

Probably gifted.

Language-social studies teacher

October. Is consistent--he contributes more than is required in classwork.

November. Likes attention but is not accepted by his peers.

Art teacher

October. Creative and not bothered by the way others work.

November. Likes art work.

December-January. Can draw quite well.

STUDENT PROFILE II

This girl was a delightfully attractive dimple-cheeked blond. She was large (five feet two inches tall and ninety-eight pounds) for her age of eleven years and two months. She had reached pubescence.

Her mother, a high school graduate, was in her late teens when this girl was born. The girl's father, who was in his forties, had deserted her mother before this child was born. They have not seen him since that time. She was the only child.

From the beginning of her school years she lived with her maternal grandparents, who welcomed her into their home. Her mother visited her each weekend.

This girl was an extremely happy child, full of confidence and personality. She seemed to shed responsibility and minor day-to-day disappointments equally easily. She was always allowed a great amount of freedom at home, that is, she went swimming and roller skating, unattended, as early as the second grade.

Though it was obvious that it was easy for this girl to learn--one exposure to any concept was sufficient--she never took the initiative for learning. She was often disorganized and late in completing assigned work. Never did she suggest related assignments, read unassigned books, or ask thoughtful questions. Her attention span appeared to be short.

Her band teacher reported that she was outstanding in the ability to play the cornet. Others in her larger family (cousins) were also musically talented.

Neither her art teacher, her vocal music teacher, nor her physical education teacher reported that she appeared to be gifted. The other sixth-grade teacher, who taught social studies and language, considered her to be an underachiever, not worthy of special comment on her checklist. This girl was not selected as one of those classified as gifted at the close of the observation period.

Her IQ was found to be 134 on the verbal test, 110 on the non-verbal test, and 112 as a composite (group test). On the Binet, her IQ was 118.

COMPOSITE CHECKLIST FOR IDENTIFICATION
OF GIFTED CHILDREN

STUDENT NUMBER II

General Characteristics

- | | | |
|-----|--|-----------|
| 1. | Is well-developed physically; generally healthy. | <u>X</u> |
| 2. | Is larger for his age than his peers, and appears to be further developed sexually than his age peers. | <u>X</u> |
| 3. | Comes from a home where the parents are in professional or managerial positions. | <u> </u> |
| 4. | Comes from a family of few or no siblings. | <u>X</u> |
| 5. | Is first or second-born in his family. | <u>X</u> |
| 6. | Is self-motivated--has a long attention span. | <u> </u> |
| 7. | Has and uses the ability to generalize. | <u> </u> |
| 8. | Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science. | <u> </u> |
| 9. | Is versatile--may suggest related activities to correspond with an assignment. | <u> </u> |
| 10. | Is self-confident, but also highly sensitive to his own needs and limitations. | <u> </u> |
| 11. | Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. | <u>X</u> |
| 12. | Is well-liked by his peers, strong in leadership. | <u>X</u> |
| 13. | Is stable emotionally. | <u>X</u> |
| 14. | Is young for his grade in school. | <u>X</u> |

Characteristics of intellectually gifted child

- | | | |
|-----|--|-----------|
| 1. | Learns rapidly and easily. | <u>X</u> |
| 2. | Uses a lot of common sense and practical knowledge. | <u> </u> |
| 3. | Reasons things out, thinks clearly and recognizes relationships; comprehends meanings. | <u>X</u> |
| 4. | Retains what he has heard or read without much rote drill. | <u>X</u> |
| 5. | Knows about many things of which other children was unaware. | <u> </u> |
| 6. | Uses a large number of words easily and accurately. | <u> </u> |
| 7. | Can read books that are one to two years in advance of the rest of the class. | <u> </u> |
| 8. | Performs difficult mental tasks. | <u> </u> |
| 9. | Asks many questions. Is interested in a wide range of things. | <u> </u> |
| 10. | Does some academic work one to two years in advance of the class. | <u> </u> |
| 11. | Is original, uses good but unusual methods or ideas. | <u> </u> |
| 12. | Is alert, keenly observant, responds quickly. | <u> </u> |

Additional Notations on the Checklists of Student Number II.

Homeroom teacher.

October. An underachiever.

November. Does not apply herself.

December-January. Difficult to tell since she does not try. Doubt giftedness.

Music teacher.

October. Gifted in music. (Identical notations in the following months.)

STUDENT PROFILE III

This profile was indeed one which the writer did not expect to write--that is, no giftedness in this girl was suspected.

She was well developed physically. She measured four feet eleven and one-half inches tall and weighed eighty-three pounds at the beginning of the three-month observation period.

She was the youngest of four children in her family, as well as the youngest of three girls. Her brother, the eldest child, was preparing to be a minister and had been graduated as an honor student from high school. Her sisters were good students, according to casual teacher observations, but were not particularly outstanding.

Her father, who completed two years of college, held a managerial position with an insurance company. Her mother had a high school education and was employed as a part-time saleswoman.

She was well-liked by her peers. Her election as class treasurer revealed her ability to organize and keep records.

She took private clarinet lessons and participated in the school junior band. Her instrumental teacher, who was her teacher for each of the above, stated that she was outstanding in ability. She earned "A's" in this area.

The other sixth grade teacher lived near the girl's family. She stated that on several occasions the girl's

father had mentioned that his youngest child had exceptional scholastic ability. Though she was a capable, conscientious student, she did not appear to either the sixth grade teacher mentioned above or to the writer to have great intellectual capacity.

She did learn quite rapidly but tended to be dependent. Any type of a thought question, as opposed to memory questions, brought her quickly to the teacher for assistance and approval.

Upon experiencing difficulty in grasping a concept, she was quite sensitive and became easily frustrated. This was particularly evident in arithmetic.

This girl was not selected as one thought to be gifted.

Her IQ was found to be 132 on the verbal test, 118 on the non-verbal test, and 125 as a composite (group test). On the Binet, her IQ was 121.

COMPOSITE CHECKLIST FOR IDENTIFICATION OF GIFTED CHILDREN

STUDENT NUMBER III

General Characteristics

1. Is well-developed physically; generally healthy. X
2. Is larger for his age than his peers, and appears to be further developed sexually than his age peers.
3. Comes from a home where the parents are in professional or managerial positions. X
4. Comes from a family of few or no siblings.
5. Is first or second-born in his family.
6. Is self-motivated--has a long attention span.
7. Has and uses the ability to generalize.
8. Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science.
9. Is versatile--may suggest related activities to correspond with an assignment.
10. Is self-confident, but also highly sensitive to his own needs and limitations.
11. Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. X
12. Is well-liked by his peers; strong in leadership. X
13. Is stable emotionally.
14. Is young for his grade in school.

Characteristics of intellectually gifted child

1. Learns rapidly and easily. X
2. Uses a lot of common sense and practical knowledge.
3. Reasons things out, thinks clearly and recognizes relationships; comprehends meanings.
4. Retains what he has heard or read without much rote drill.
5. Knows about many things of which other children are unaware.
6. Uses a large number of words easily and accurately.
7. Can read books that are one to two years in advance of the rest of the class.
8. Performs difficult mental tasks.
9. Asks many questions. Is interested in a wide range of things.
10. Does some academic work one to two years in advance of the class.
11. Is original, uses good but unusual methods or ideas.
12. Is alert, keenly observant, responds quickly.

Additional Notations on the Checklists of Student Number IIIHomeroom teacher

October. Tries very hard.

November. Not gifted.

December. Not gifted.

STUDENT PROFILE IV

Third-born in a family of three, this boy was small for his age. His parents were both school teachers--his father was elementary school principal in the local school and his mother taught second grade in a nearby school.

He was popular with his peers and his teachers. He was respectful and unassuming. His sense of humor was most delightful. His classmates looked forward to any oral presentation he might make, for they could be assured of an entertaining one. He appeared to be emotionally stable, never exhibiting anger, sullenness, or undue discouragement. He seemed to possess a good self-image.

He was comparatively young for his grade, eleven years and four months at the onset of the observation period. Nevertheless, he evidenced no particular difficulty in school. His greatest general weakness was his poor listening habit. Often he asked that instructions which had just been given to the class be repeated. Aside from a general tendency to learn easily and an occasional original thought (usually humorous), he did not appear to be more than an above-average student. He did not manifest an unusual awareness of things of which other children did not know. From what could be observed, he neither read a great deal, nor did he ask a great number of questions. Never did he suggest supplementary assignments.

His art teacher found him to be fairly original and quite good at drawing. She wrote that he was a fast worker.

He began drum lessons during the year and was quite successful in that endeavor.

This boy was evidently an underachiever and was not thought to be gifted. Undoubtedly he was in need of special motivation. The fact that his parents were in professional positions might promote his interest in scholastic pursuits in later years. With an IQ just one point away from the designated point for "giftedness," a program designed for stimulating this boy was definitely in order.

His IQ was found to be 132 on the verbal test, 112 on the non-verbal test, and 122 as a composite (group test). On the Binet, his IQ was 129.

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COMPOSITE CHECKLIST FOR IDENTIFICATION
OF GIFTED CHILDREN

STUDENT HUMBER IV

General Characteristics

- | | | |
|-----|--|---------|
| 1. | Is well-developed physically; generally healthy. | _____ |
| 2. | Is larger for his age than his peers, and appears to be further developed sexually than his age peers. | _____ |
| 3. | Comes from a home where the parents are in professional or managerial positions. | _____ X |
| 4. | Comes from a family of few or no siblings. | _____ X |
| 5. | Is first or second-born in his family. | _____ |
| 6. | Is self-motivated--has a long attention span. | _____ |
| 7. | Has and uses the ability to generalize. | _____ X |
| 8. | Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science. | _____ |
| 9. | Is versatile--may suggest related activities to correspond with an assignment. | _____ |
| 10. | Is self-confident, but also highly sensitive to his own needs and limitations. | _____ X |
| 11. | Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. | _____ X |
| 12. | Is well-liked by his peers, strong in leadership. | _____ X |
| 13. | Is stable emotionally. | _____ X |
| 14. | Is young for his grade in school. | _____ X |

Characteristics of intellectually gifted child

- | | | |
|-----|--|---------|
| 1. | Learns rapidly and easily. | _____ X |
| 2. | Uses a lot of common sense and practical knowledge. | _____ |
| 3. | Reasons things out, thinks clearly and recognizes relationships, comprehends meanings. | _____ |
| 4. | Retains what he has heard or read without much rote drill. | _____ X |
| 5. | Knows about many things of which other children are unaware. | _____ |
| 6. | Uses a large number of words easily and accurately. | _____ |
| 7. | Can read books that are one to two years in advance of the rest of the class. | _____ |
| 8. | Performs difficult mental tasks. | _____ |
| 9. | Asks many questions. Is interested in a wide range of things. | _____ |
| 10. | Does some academic work one to two years in advance of the class. | _____ |
| 11. | Is original, uses good but unusual methods or ideas. | _____ |
| 12. | Is alert, keenly observant, responds quickly. | _____ |

Additional Notations on the Checklists of Student Number IV

Art teacher

October. Works too fast and sometimes gets "silly"
but can draw quite well.

November. Thinks of his own ideas.

STUDENT PROFILE V

This student was well developed physically and particularly healthy, seldom missing more than one day of school per year. She was large for her age of eleven years and one month; she was five feet tall and weighed one hundred pounds. She appeared to be further developed sexually than many older members of her sex in the same grade. She was first-born in a family of three children. The other two siblings were boys.

Her father was an insurance agency manager who had a high school education plus college-level courses taken in the insurance field. Her mother was an elementary teacher who was taking graduate work during the observation period. The girl's maternal grandfather had been a public school superintendent. Most of her aunts, uncles, and great-aunts and great-uncles also were teachers.

She took private clarinet lessons and was in the school junior band. Her instrumental teacher stated that she was above average in ability, though not gifted.

She was very interested in art. Her art teacher reported that she was improving, and was a good student in art (B+) though was not gifted. This girl enjoyed cleverly decorating a bulletin board in her own room at home.

She was well-liked by her peers. Elected as class secretary, she was efficient at note-taking and reporting to the class during business meetings. She enjoyed the

companionship of one girl much more than that of a large group. This may have been a manifestation of a feeling of insecurity.

She was conscientious about her classroom work but was not anxious to suggest supplementary assignments unless she thought it might raise a previous grade with which she was displeased. She was self-confident as a performer in school.

As a pre-school child she was over-sensitive and more conscientious about her behavior than could be expected from a small child. This would have indicated instability; yet, she maintained an occasional release from this over-sensitivity and displayed a "silly" side to her personality. This was not squelched by her parents, who were cognizant of her need for this emotional outlet.

She was one of the youngest in her class. She had started in kindergarten two weeks prior to her fifth birthday.

She learned rapidly and displayed much practical knowledge. With the exception of three items, each of the items of the checklist for the intellectually gifted was checked. Item five (Knows about many things of which other children are unaware.) was not checked. It was felt that she did not.

Item six (Uses a large number of words easily and accurately) was not checked. Though her vocabulary was adequate, she did not use a large number of words. Item nine

(Asks many questions. Is interested in a wide range of things) was not checked. Though she was interested in many things if they were introduced to her, she was not particularly inquisitive.

As mentioned earlier, she was original in decorating a bulletin board or writing stories in language, but she did not offer to perform an assignment in a manner not specified by the teacher.

The other sixth-grade teacher stated that this girl was a "top student", but that she was in doubt as to whether she was gifted or simply an over-achiever.

For several reasons the decision on this case was especially difficult. The foremost reason for this difficulty was that it took concentrated effort on the part of the writer to be objective when observing a relative. This girl was the writer's daughter.

The biggest factor which convinced the writer that this girl should be selected as gifted was her age. She was six months to a year younger than many of her classmates, yet she maintained high grades.

Her IQ was found to be 131 on the verbal test, 121 on the non-verbal test, and 126 as a composite. On the Binet, her IQ was 130.

COMPOSITE CHECKLIST FOR IDENTIFICATION OF GIFTED CHILDREN

STUDENT NUMBER V

General Characteristics

- | | | |
|-----|--|---------------|
| 1. | Is well-developed physically; generally healthy. | <u>X</u> |
| 2. | Is larger for his age than his peers, and appears to be further developed sexually than his age peers. | <u>X</u> |
| 3. | Comes from a home where the parents are in professional or managerial positions. | <u>X</u> |
| 4. | Comes from a family of few or no siblings. | <u>X</u> |
| 5. | Is first or second-born in his family. | <u>X</u> |
| 6. | Is self-motivated--has a long attention span. | <u>X</u> |
| 7. | Has and uses the ability to generalize. | <u>X</u> |
| 8. | Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science. | <u> </u> |
| 9. | Is versatile--may suggest related activities to correspond with an assignment. | <u> </u> |
| 10. | Is self-confident, but also highly sensitive to his own needs and limitations. | <u>X</u> |
| 11. | Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. | <u>X</u> |
| 12. | Is well-liked by his peers, strong in leadership. | <u>X</u> |
| 13. | Is stable emotionally. | <u>X</u> |
| 14. | Is young for his grade in school. | <u>X</u> |

Characteristics of intellectually gifted child

- | | | |
|-----|--|---------------|
| 1. | Learns rapidly and easily. | <u>X</u> |
| 2. | Uses a lot of common sense and practical knowledge. | <u>X</u> |
| 3. | Reasons things out, thinks clearly and recognizes relationships, comprehends meanings. | <u>X</u> |
| 4. | Retains what he has heard or read without much rote drill. | <u>X</u> |
| 5. | Knows about many things of which other children are unaware. | <u> </u> |
| 6. | Uses a large number of words easily and accurately. | <u> </u> |
| 7. | Can read books that are one to two years in advance of the rest of the class. | <u>X</u> |
| 8. | Performs difficult mental tasks. | <u>X</u> |
| 9. | Asks many questions. Is interested in a wide range of things. | <u> </u> |
| 10. | Does some academic work one to two years in advance of the class. | <u>X</u> |
| 11. | Is original, uses good but unusual methods or ideas. | <u>X</u> |
| 12. | Is alert, keenly observant, responds quickly. | <u>X</u> |

Additional Notations on the Checklists of Student Number V

Homeroom teacher

October. An achiever--very conscientious. Quite good in art, bulletin board organization.

November. Difficult to be objective, due to family relationship. A good student, may be gifted, perhaps not.

December-January. Almost over-conscientious, probably due to the pressure of having her mother for a teacher. Young for grade, steady performer. May be gifted.

Language-social studies teacher

October. Is a top student. It is questionable whether she is gifted or an over-achiever.

STUDENT PROFILE VI

The boy whose description follows exhibited more characteristics indicative of giftedness than any of the other children observed. He was well developed physically and generally healthy, although he was somewhat overweight. He was five feet two inches tall and weighed 152 pounds. His age at the onset of the observation period was eleven years and four months.

He was the third born in a family of four. He had two older sisters and one younger sister. His father, a teacher, had died three years prior to the time of this study. His mother, who held a Master of Music degree, was the vocal music teacher in the local school. One of his uncles was a professor in a state university.

One definite weakness which this boy manifested was a poor self-image. He was over-sensitive about his weight. Several times he stayed home from school due to a derogatory remark made by a classmate during recess. He hesitated to let others know what his grades were, in spite of a consistently good scholastic record. He was generally liked by his peers; yet, he felt that he was not.

His mother told that he walked and talked earlier than had her daughters, and that he was a large baby. She reported that he took delight in planning maneuvers for military men (toys), and wrote many pages of such plans before beginning a "battle". He read and enjoyed H.G. Wells'

War of the Worlds, a book which he had voluntarily elected to read. He pleaded for and received a weather station as a Christmas gift, and enjoyed making and recording observations.

Science, in all phases, was particularly interesting to him. Often during or after class he mentioned related information about a topic currently under study by the class.

Each item of the checklist for intellectually gifted children was checked. He was the one student who usually had an accurate definition for a new word found by the class and discussed in an assigned area of study.

He took private instrumental music lessons and participated in junior band. He played both the baritone horn and the snare drum. His instrumental teacher evaluated his work as "above average". Neither his art teacher nor his physical education teacher felt that he was above average in their respective areas.

In spite of all the afore-mentioned indications of giftedness, this lad failed to exhibit giftedness when tested. His IQ was found to be 119 on the verbal test, 117 on the non-verbal test, and 118 was the composite (group test). However, upon the request of the writer that this boy be individually tested, it was found that his IQ on the Binet was 131.

COMPOSITE CHECKLIST FOR IDENTIFICATION OF GIFTED CHILDREN

STUDENT NUMBER VI

General Characteristics

1. Is well-developed physically, generally healthy. X
2. Is larger for his age than his peers, and appears to be further developed sexually than his age peers. X
3. Comes from a family where the parents are in professional or managerial positions. X
4. Comes from a family of few or no siblings.
5. Is first or second-born in his family.
6. Is self-motivated--has a long attention span.
7. Has and uses the ability to generalize. X
8. Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science. X
9. Is versatile--may suggest related activities to correspond with an assignment. X
10. Is self-confident, but also highly sensitive to his own needs and limitations. X
11. Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. X
12. Is well-liked by his peers, strong in leadership.
13. Is stable emotionally.
14. Is young for his grade.

Characteristics of intellectually gifted child

1. Learns rapidly and easily. X
2. Uses a lot of common sense and practical knowledge. X
3. Reasons things out, thinks clearly and recognizes relationships; comprehends meanings. X
4. Retains what he has heard or read without much rote drill. X
5. Knows about many things of which other children are unaware. X
6. Uses a large number of words easily and accurately. X
7. Can read books that are one to two years in advance of the rest of the class. X
8. Performs difficult mental tasks. X
9. Asks many questions. Is interested in a wide range of things. X
10. Does some academic work one to two years in advance of the class. X
11. Is original, uses good but unusual methods or ideas. X
12. Is alert, keenly observant, responds quickly. X

Additional Notations on the Checklists of Student Number VI

Homeroom teacher. Watch him! His mother is the vocal music teacher for this school. His father died three or four years prior to this observation period. He had three sisters, two older and one younger. This may account for his intense interest in reading, perhaps as an escape from a "feminine world". His mother reported that he had pages and pages of war tactics and maneuvers for play soldiers, and that he concocted various "fire-extinguishers" from garbage.

Often in class, he had brought up subjects related to the discussions. For example, he asked about the relationship of electrons and protons to atoms in the chemistry unit in science.

November. Oversensitive. Stays away from school on occasion because of a misunderstanding at recess. Good student.

December-January. A good vocabulary. His mother said he had read H.G. Wells' War of the Worlds and other books which might be considered to be above sixth-grade reading level. Wanted and got a weather station for Christmas. Good in junior band. May be gifted.

Language, social studies teacher.

October. Is very sensitive about his size. He wants approval from his peers which he does not get.

November. Although he gets good grades, he does not want his peers to know what grades he gets.

December-January. Is emotional and is often absent from school at test time but always does well.

STUDENT PROFILE VII

The student described in Profile VII projected his abilities early in the observation period, yet in a most unobtrusive manner. He was healthy, and of average height and weight, four feet ten and one-half inches tall and eighty-six pounds.

The second-born in a family of three boys, he appeared to be very happy at home. His older brother and he derived great pleasure from playing baseball together in summer and basketball in winter. The boy's interpersonal relationship with all members of his family appeared to be excellent.

Both his father and mother were high school graduates. His father was employed as an automobile mechanic. His mother was employed as a part-time waitress.

Though he appeared to have no special talent in art as reported by the art teacher, this void was balanced by a talent in music and rhythm. He played the snare drum in the junior band and also took private lessons on the drum. His instrumental teacher stated that he was particularly high in ability in this area.

He revealed a tendency to be inhibited. He seldom spoke in class unless called upon to do so. Never did he voluntarily recite unless it was a one or two-word answer. However, he was well-liked by other boys in the class and always took part in sport activities during play periods.

From what could be discerned during school hours, he seemed to be emotionally stable. Never showing fear or anger, he displayed a certain reticence for even the smallest degree of exhibitionism.

His constant diversion during school hours was reading. Several times he was asked to put away a library book which he was furtively reading during class time; yet he did not appear to be the poorer in class-activity for it. Despite his wide reading he did not ever suggest a supplementary project to correspond with an assignment.

This boy learned rapidly and used his ability to generalize. The writer neither remembers nor was it recorded that he ever asked for help in addition to that given to the class for an assignment. Nevertheless, he usually got excellent grades.

He did not display a knowledge of things of which other children were unaware. Item five (Knows about many things of which other children are unaware). Neither did he use a large number of words, Item six (Uses a large number of words easily and accurately). Of course, the brevity of his oral class-participation would have accounted for these apparent absences.

Mathematics was his best subject area. Of the sixty sixth-graders observed, he was the most accurate in mathematics. He appeared to already be sure of concepts at the beginning of their introduction to the class. His

specialty was attempting to be first and most accurate with an answer computed without using a pencil or paper.

To the writer of this report, this boy appeared to be gifted. His IQ was found to be 138 on the verbal test, 124 on the non-verbal, and 131 as a composite. On the Binet, his IQ was 132.

COMPOSITE CHECKLIST FOR IDENTIFICATION OF GIFTED CHILDREN

STUDENT NUMBER VII

General Characteristics

1. Is well-developed physically; generally healthy. X
2. Is larger for his age than his peers, and appears to be further developed sexually than his age peers. X
3. Comes from a home where the parents are in professional or managerial positions. X
4. Comes from a family of few or no siblings. X
5. Is first or second-born in his family. X
6. Is self-motivated--has a long attention span. X
7. Has and uses the ability to generalize. X
8. Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science.
9. Is versatile--may suggest related activities to correspond with an assignment.
10. Is self-confident, but also highly sensitive to his own needs and limitations.
11. Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. X
12. Is well-liked by his peers; strong in leadership. X
13. Is stable emotionally. X
14. Is young for his grade in school.

Characteristics of intellectually gifted child

1. Learns rapidly and easily. X
2. Uses a lot of common sense and practical knowledge. X
3. Reasons things out, thinks clearly and recognizes relationships; comprehends meanings. X
4. Retains what he has heard or read without much rote drill. X
5. Knows about many things of which other children are unaware.
6. Uses a large number of words easily and accurately.
7. Can read books that are one to two years in advance of the rest of the class. X
8. Performs difficult mental tasks. X
9. Asks many questions. Is interested in a wide range of things.
10. Does some academic work one to two years in advance of the class. X
11. Is original, uses good but unusual methods or ideas.
12. Is alert, keenly observant, responds quickly. X

Additional Notations on the Checklists of Student Number VII

Homeroom teacher

October. Watch him! Is particularly good at math. Reads constantly, but is an avid baseball player. Is good at the drums. Is somewhat introverted.

November. A consistent achiever. Has weak eyes, so may feel self-conscious about this.

December-January. Slipped some in achievement, but appears to be a good sound thinker. May be gifted.

Language-social studies teacher

October. Needs to be given more work beyond the daily work-needs to be challenged.

November. Could do better. Has a good mind but does not always use it.

STUDENT PROFILE VIII

This student aspired to be a model student. She displayed many of the characteristics listed on the checklist. A large girl for her eleven years, nine months, she stood five feet one and one-fourth inches tall, and weighed 100 pounds. She was third-born in a family of four.

Her father had attended college for one year. He was a part-time casualty insurance salesman and a farmer. Her mother had a high school education and was not gainfully employed.

Though she did not participate in instrumental music, her vocal music teacher stated that this girl had an excellent singing voice. Physical education was also a strong area for her. Her physical education teacher rated her much above average. He stated that she alone in the class, which was made up of the two sections of sixth-grade girls, needed but one exposure to a set of rules for a game in order to comprehend it. Her art teacher did not find her to have outstanding ability in art.

She was well-liked by her classmates. Elected president of the class, she assumed leadership immediately. She evidenced the ability to foresee needs and problems which the class might have.

Membership in 4-H and participation in related projects were her principal outside interest. She had won twelve blue

ribbons at the county fair the previous summer. These projects centered mainly around cooking and other home-making arts.

During two study periods each week, she helped in the school library. The librarian stated that she was an excellent helper.

Occasionally she suggested related activities to correspond with an assignment, especially in science. She apparently did not, however, do unassigned outside-reading in the area of science or any other subject area.

She expressed distress about her limitations in penmanship, though she did not have any real problem in writing. Any time she failed to score high on an assignment, she inquired about how she might improve. Nevertheless, she did not appear to feel insecure about herself--rather, she seemed to be particularly conscientious.

Despite her dedication to doing her very best at all times, she was not a superior student, although she was one of the better students in the upper-ability group. Both the other sixth-grade teacher and the writer felt that this girl was an overachiever, that she utilized all of her potential. She learned rapidly, used common sense, and was usually able to reason things out independently. She needed some drill, especially in arithmetic. Her response was most often a quick one.

Though her vocabulary was adequate to express herself at the sixth-grade level, she did not use an extraordinarily large number of words. Her choice of library books often tended to be fiction written especially for pre-teen girls.

As mentioned earlier, both sixth-grade teachers felt that this girl, though a good consistent performer, over-achieved and hence was probably not gifted. Her IQ was found to be 130 on the verbal test, 109 on the non-verbal test, and 120 as a composite (group test). On the Binet, her IQ was 124.

COMPOSITE CHECKLIST FOR IDENTIFICATION OF GIFTED CHILDREN

STUDENT NUMBER VIII

General Characteristics

- | | | |
|-----|--|---------------|
| 1. | Is well-developed physically; generally healthy. | <u>X</u> |
| 2. | Is larger for his age than his peers, and appears to be further developed sexually than his age peers. | <u>X</u> |
| 3. | Comes from a home where the parents are in professional or managerial positions. | <u> </u> |
| 4. | Comes from a family of few or no siblings. | <u> </u> |
| 5. | Is first or second-born in his family. | <u> </u> |
| 6. | Is self-motivated--has a long attention span. | <u>X</u> |
| 7. | Has and uses the ability to generalize. | <u>X</u> |
| 8. | Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science. | <u> </u> |
| 9. | Is versatile--may suggest related activities to correspond with an assignment. | <u> </u> |
| 10. | Is self-confident, but also highly sensitive to his own needs and limitations. | <u>X</u> |
| 11. | Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. | <u>X</u> |
| 12. | Is well-liked by his peers; strong in leadership. | <u>X</u> |
| 13. | Is stable emotionally. | <u>X</u> |
| 14. | Is young for his grade in school. | <u> </u> |

Characteristics of intellectually gifted child

- | | | |
|-----|--|---------------|
| 1. | Learns rapidly and easily. | <u>X</u> |
| 2. | Uses a lot of common sense and practical knowledge. | <u> </u> |
| 3. | Reasons things out, thinks clearly and recognizes relationships; comprehends meanings. | <u> </u> |
| 4. | Retains what he has heard or read without much rote drill. | <u>X</u> |
| 5. | Knows about many things of which other children are unaware. | <u> </u> |
| 6. | Uses a large number of words easily and accurately. | <u> </u> |
| 7. | Can read books that are one to two years in advance of the rest of the class. | <u> </u> |
| 8. | Performs difficult mental tasks. | <u> </u> |
| 9. | Asks many questions. Is interested in a wide range of things. | <u>X</u> |
| 10. | Does some academic work one to two years in advance of the class. | <u> </u> |
| 11. | Is original, uses good but unusual methods or ideas. | <u> </u> |
| 12. | Is alert, keenly observant, responds quickly. | <u>X</u> |

Additional Notations on the Checklists of Student Number VIII

Homeroom teacher

October. Is a leader, class president. Active in 4-H. Works during study periods, in the school library. A good student.

November. Probably an overachiever. Tries desperately to conform.

December-January. Doubt giftedness.

Music teacher.

October. Gifted in music.

Physical education teacher

October. Is a child who pays very close attention in class. One who responds very well and is also a very capable performer after a brief instruction period.

STUDENT PROFILE IX

The decision that this boy was gifted was not easy to make because the characteristics which he exhibited formed nothing more than an ambiguous profile.

Standing four feet ten and one-fourth inches tall and weighing eighty-nine pounds, he was quite healthy and had a good masculine build. At the beginning of the observation period he was eleven years and five months old.

His family was a large and apparently a happy one. He was sixth-born in a family of ten children. His father and mother were both high school graduates. His father was a truck owner and operator.

He was extremely well liked by his peers. Probably much of his popularity was due to his ability and proficiency in sports. He appeared to be very stable emotionally, never exhibiting anger nor bad temper. Never did he show disrespect to his teachers, yet he was full of pep and leaned toward harmless mischievousness.

He did not take part in instrumental music activities. This could have been partly due to cost of instrument purchase which probably would have been prohibitive in his case.

He learned rapidly and easily, used common sense, and was able to use reasoning. Drill was not necessary in most cases for him.

Item five of the checklist for intellectually gifted

children (Knows about many things of which other children are unaware) was one which was not checked. Perhaps he did, but he did not offer evidence of it. He did not use a large number of words, yet he may have known their meanings. He suggested for oral story-reading by the teacher, a book which he had read and enjoyed. Upon reading a chapter to the class, it was obvious that they did not enjoy it because of the advanced vocabulary used in it. He did not appear to have an inquiring mind. At any rate, he did not ask questions or seem to be seeking answers to any self-proposed problems. Originality of response, oral or written, was not one of his attributes. Perhaps he felt the need to respond only in the traditional manner. He was, however, particularly adept in mathematics, both in accuracy and speed.

Though he was a steady performer and consistently good, he was not the best in the class. That is, he did not receive the highest grades. However, when he felt it really mattered, perhaps on a teacher-made unit test or a reading "magazine" test (not standardized but with suggested percentiles), he seemed to exert himself, intellectually, a bit more. He gave the writer the feeling that school was to be pleasantly tolerated, but if it was important to him to perform well, he did. The writer selected him as probably gifted.

His IQ was found to be 128 on the verbal test, 133 on the non-verbal test, and 131 as a composite. On the Binet, his IQ was 132.

COMPOSITE CHECKLIST FOR IDENTIFICATION OF GIFTED CHILDREN

STUDENT NUMBER IX

General Characteristics

1. Is well-developed physically; generally healthy. X
2. Is larger for his age than his peers, and appears to be further developed sexually than his age peers. X
3. Comes from a home where the parents are in professional or managerial positions.
4. Comes from a family of few or no siblings.
5. Is first or second-born in his family.
6. Is self-motivated--has a long attention span.
7. Has and uses the ability to generalize. X
8. Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science.
9. Is versatile--may suggest related activities to correspond with an assignment.
10. Is self-confident, but also highly sensitive to his own needs and limitations. X
11. Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music.
12. Is well-liked by his peers, strong in leadership. X
13. Is stable emotionally. X
14. Is young for his grade in school.

Characteristics of intellectually gifted child

1. Learns rapidly and easily. X
2. Uses a lot of common sense and practical knowledge. X
3. Reasons things out, thinks clearly and recognizes relationships; comprehends meanings. X
4. Retains what he has heard or read without much rote drill. X
5. Knows about many things of which other children are unaware.
6. Uses a large number of words easily and accurately.
7. Can read books that are one to two years in advance of the rest of the class. X
8. Performs difficult mental tasks. X
9. Asks many questions. Is interested in a wide range of things.
10. Does some academic work one to two years in advance of the class. X
11. Is original, uses good but unusual methods or ideas. X
12. Is alert, keenly observant, responds quickly. X

Additional Notations on the Checklists of Student Number IX

Homeroom teacher

October. A possibility.

November. Steady performer. Comes from a large family. Good in math.

December-January. A good thinker. Does not do his best. In the past, has scored high in teacher-made and standardized tests. May be gifted.

STUDENT PROFILE X

The decision as to the intellectual capacity of this boy was made early in the observation period. His potential was as obvious as the previous boy's was concealed.

The boy was average or less in stature (four feet nine and one-fourth inches tall and eighty pounds) for his eleven years and eight months. At various times throughout his school years he had had illnesses which kept him out of school for long periods of time. He missed seven weeks during the early part of this school year. This absence did not affect his understanding of any of the concepts which had been taught during that time.

He was the fourth child in a family of six children. Two of his older sisters were married. His father had attended college for one year and his mother had attended for two years. His mother, a former teacher, was no doubt a great help to the boy during his long absences from school.

He was well accepted by his peers. He seemed to get on better with his peers than with his teachers, with whom he displayed a captious attitude. His mother reported that his great change in attitude followed a lengthy illness in fourth grade. Prior to that time he had been protective and kind to his younger brother and sister. Perhaps his attitude and treatment of others was compensation for the misfortune (ill health) he had experienced. (Following the observation period, and also after more time had elapsed

after his latest illness, he seemed to have a better attitude toward school and his teachers.)

There was little doubt of this child's precocity even from the early part of the observation period. Despite the fact that he missed seven of the twelve weeks covered during this observation, he displayed high scholastic aptitude.

He learned rapidly and independently. Each of the items of the second checklist was checked with the exception of Item 6 (Uses a large number of words easily and accurately). He was the type of child who is so often mentioned in educational methods courses; where the child asks impromptu, probing questions of the teacher, often putting her on the spot.

His IQ was found to be 134 on the verbal test, 133 on the non-verbal test and 134 as a composite (group test). On the Binet, his IQ was 131.

COMPOSITE CHECKLIST FOR IDENTIFICATION OF GIFTED CHILDREN

STUDENT NUMBER X

General Characteristics

1. Is well-developed physically; generally healthy. _____
2. Is larger for his age than his peers, and appears to be further developed sexually than his age peers. _____
3. Comes from a home where the parents are in professional or managerial positions. _____ X
4. Comes from a family of few or no siblings. _____
5. Is first or second-born in his family. _____
6. Is self-motivated--has a long attention span. _____ X
7. Has and uses the ability to generalize. _____ X
8. Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science. _____
9. Is versatile--may suggest related activities to correspond with an assignment. _____ X
10. Is self-confident, but also highly sensitive to his own needs and limitations. _____ X
11. Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. _____
12. Is well-liked by his peers, strong in leadership. _____ X
13. Is stable emotionally. _____ X
14. Is young for his grade in school. _____

Characteristics of intellectually gifted child

1. Learns rapidly and easily. _____ X
2. Uses a lot of common sense and practical knowledge. _____ X
3. Reasons things out, thinks clearly and recognizes relationships; comprehends meanings. _____ X
4. Retains what he has heard or read without much rote drill. _____ X
5. Knows about many things of which other children are unaware. _____ X
6. Uses a large number of words easily and accurately. _____
7. Can read books that are one to two years in advance of the rest of the class. _____ X
8. Performs difficult mental tasks. _____ X
9. Asks many questions. Is interested in a wide range of things. _____ X
10. Does some academic work one to two years in advance of the class. _____ X
11. Is original, uses good but unusual methods or ideas. _____ X
12. Is alert, keenly observant, responds quickly. _____ X

Additional Notations on the Checklists of Student Number X

Homeroom teacher

October. Watch him!

November. Has been out a great deal with sickness.
Is able to catch up with the class in no time.

December-January. Good in math. Keeps the family checkbook balanced. Anxious to prove teacher wrong. Not a good attitude, but improving. Probably gifted.

Language-social studies teacher

October. Has the ability but does not want to use it.

November. Has been absent many weeks and still comes through with top grades.

Art teacher

October. Always goes ahead with an idea quickly formed.

November. Works independently.

It was stated earlier that the two classes were divided according to achievement. The two homeroom teachers for the group of students observed in the study had grouped them at the end of their fifth-grade school year. (In the Adel school this grouping and regrouping is done at the end of each school year beginning in the fourth grade, with an occasional mid-year change from the upper to the lower group or vice-versa as the teachers see fit.) From the lower-ability group of twenty-six children, none of those tested was found to have an IQ of more than 124 on the verbal-intelligence part of the group test. The mean IQ for that group was 101.50 on the verbal part and 98.92 on the non-verbal part whereas the mean IQ on the verbal part of the group test was 122.24 in the upper-ability group and 113.68 on the non-verbal part of the test.

Of the ten pupils identified as possibly gifted by means of the group test, three did not prove to be gifted on the individual test. These three had high verbal IQ's, 130 or above, but had non-verbal IQ's of 109 to 118. One student, however, had a verbal IQ of 132, a non-verbal IQ of only 112, but ended with an IQ of 129 on the individual test.

One who was subjectively selected as gifted was found to have an IQ of 119 on the verbal part of the group test, 117 on the non-verbal part and 131 on the individual test. Five who had IQ's of 130 on the verbal part of the test and not less than 121 on the non-verbal, had IQ's of 130 or above

on the individual test. Three of the ten students had IQs of 130 or above on the verbal part of the group test but were much lower (109 to 118) on the non-verbal part of the test. When individually tested, these three were not found to be gifted. (See Table I.)

Possibly one or two boys might have been classified as physically small (Item I, General Checklist), but, the writer was cognizant of the variety of growth rates among boys as a group and between boys and girls.

Of the ten children mentioned, five came from families in which one or both of the parents were (or had previously been) employed in a professional or managerial position (Item 3).

Five came from families of three or four siblings. Five came from families of four to ten siblings. Four were first or second-born; three were first-born; whereas six were from third to sixth-born (Item 5). One child came from a broken home.

Item 8 (Dislikes manual tasks, such as penmanship and sewing, but prefers literature, dramatics and science) was difficult to utilize on the checklist. It was difficult to become well-enough acquainted with sixty students to learn of such likes or dislikes within a three-month period without appearing to probe.

Six of the ten were in junior band. All of these were felt by the instrumental teacher to be "above average." Just

TABLE I

IQ'S OF EACH OF THE TEN STUDENTS WHOSE IQ'S WERE 130 OR ABOVE ON AT LEAST
ONE PART OF THE STANDARDIZED TESTS GIVEN IN THE SIXTH GRADE
ADEL COMMUNITY SCHOOL, ADEL, IOWA, 1966

Profile	Verbal IQ	Group Test Non-verbal IQ	Composite IQ	Binet IQ
I*	130	131	131	131
II	134	110	122	118
III	132	118	125	121
IV	132	112	122	129
V*	131	121	126	130
VI*	119	117	118	131
VII*	138	124	131	132
VIII	130	109	120	124
IX*	128	133	131	132
X*	134	133	134	131

*Indicates selection as "intellectually gifted" by means of subjective methods of identification.

two students were favorably commented upon by the art teacher. Only one was thought to be a swift-learner (in technique) by the physical education teacher. Two of the ten might have been judged to be actually physically inactive--a result of overweight (Item II).

One of these children who was physically inactive was also the only one who was unpopular; however, his unpopularity was confined to members of his own sex. Nevertheless, he appeared to maintain a healthy level of emotional stability. In fact, all of those students appeared to be relatively stable, and for the most part, happy (Items 12 and 13).

In order to check Item 14 (Is young for grade in school), a definition of the word "young" had to be made. It was felt that a child who was not eleven years old until the summer before entering sixth-grade might be classified as "young for his grade". Of course, sex and total maturation-level could have been considered, but years-of-life was the only thing considered here. Four of the ten had birthdays either in the summer or early fall. (See Table II).

Items 5, 6, 9, and 11 of the second list (Checklist for intellectually gifted child) were the most often omitted (Table II).

Of the six who had IQ's of 130 or above in the individual test, an average of eight and one-half checks

TABLE II

ITEMS CHECKED FOR STUDENTS WHOSE IQ'S WERE 130 OR ABOVE
ON AT LEAST ONE PART OF THE STANDARDIZED IQ TESTS

Students whose IQ's were 130 or above on the Binet test							Students whose IQ's were 130 or above on one or both parts of the group test only			
Total Items Checked on Gen'l. Char. Checklist (14 items total)	Profile Number						Profile Number			
	I	V	VI	VII	IX	X	II	III	IV	VIII
	10	12	9	9	6	7	9	3	8	8
	Average - 8.5 items checked						Average - 6.5 items checked			
Total items Checked on Checklist for Intellectually Gifted (12 items total)	11	8	12	8	9	11	3	1	2	4
	Average - 9.6 items checked						Average - 2.5 items checked			

were made on the fourteen-item checklist for general characteristics of gifted children, whereas an average of six and one-half were checked for those who were not found to be gifted (130 or above on least one part of the group test but not on the individual test). In this study it would appear that selection (screening) of those who were gifted was indeed aided by considering the number of items checked on the first checklist (Table III).

An average of nine and six-tenths of the twelve items on the checklist for intellectually gifted children were checked for the six children whose intelligence quotients were 130 or above (individual test), whereas an average of two and one-half items were checked on the checklists of the four whose IQ's were 130 on a part of the group test but failed to have an IQ of 130 on the individual test (Table IV). It was thought that the second checklist (for the selection of intellectually gifted children) was therefore an effective tool for such selection.

Of course, while some checks were made on items of the first checklist (general characteristics) for even the very slow-learning students, fewer were checked in comparison to the checklists of the ten students mentioned above. Even fewer checks (negligible amount) were made of the items on the second checklist (for intellectually gifted children) for those children who did not have IQ's of 130 on either the verbal or non-verbal part of the group test.

TABLE III

ITEM ANALYSIS OF CHECKLISTS OF TEN CHILDREN WHOSE IQ'S WERE 130 OR
ABOVE ON AT LEAST ONE PART OF THE STANDARDIZED TESTS

General Characteristics Checklist Item Number	Of the Ten Students	
	Item Checked	Item not Checked
1. Is well-developed physically; generally healthy.	8	2
2. Is larger for his age than his peers, and appears to be further developed sexually than his age peers.	7	3
3. Comes from a home where the parents are in professional or managerial positions.	5	5
4. Comes from a family of few or no siblings.	5	5
5. Is first or second-born in his family.	5	5
6. Is self-motivated--has a long attention span.	6	4
7. Has and uses the ability to generalize.	8	2
8. Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science.	2	8
9. Is versatile--may suggest related activities to correspond with any assignment.	3	7
10. Is self-confident, but also highly sensitive to his needs and limitations.	8	2
11. Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music.	7	3
12. Is well-liked by his peers; strong in leadership.	7	3
13. Is stable emotionally.	7	3
14. Is young for his grade in school.	4	6

TABLE IV

ITEM ANALYSIS OF CHECKLISTS OF TEN CHILDREN WHOSE IQ'S WERE 130 OR
ABOVE ON AT LEAST ONE PART OF THE STANDARDIZED TESTS

Checklist of Intellectually Gifted Item Number	Of the Checklists of the Ten Students	
	No. Checked	Not Checked
1. Learns rapidly and easily.	10	0
2. Uses a lot of common sense and practical knowledge.	6	4
3. Reasons things out, thinks clearly and recognizes relationships; comprehends meanings.	7	3
4. Retains what he has heard or read without much rote drill.	9	1
5. Knows about many things of which other children are unaware.	3	7
6. Uses a large number of words easily and accurately.	1	9
7. Can read books that are one to two years in advance of the rest of the class.	6	4
8. Performs difficult mental tasks.	6	4
9. Asks many questions. Is interested in a wide range of things.	4	6
10. Does some academic work one to two years in advance of the class.	6	4
11. Is original, uses good but unusual methods or ideas.	4	6
12. Is alert, keenly observant, responds quickly.	7	3

Early in the year, the writer had been convinced that this class (upper-ability group) was indeed unusually precocious, but with a lack of recent teaching experience it was sensed that perhaps an over-zealous appreciation of their abilities and talents was responsible. However, upon learning the results of the group intelligence test, it was feared that an underestimation of their talents had been made. (Six had been identified as gifted by the subjective method, and nine were found to have an IQ of at least 130 on one or both parts of the group test.) One who did not have an IQ near the cut-off point had been selected as gifted by the subjective method (Table V).

TABLE V

COMPOSITE DATA CONCERNING THE TEN STUDENTS WHOSE IQ'S WERE 130
OR ABOVE ON ONE OR MORE OF THE STANDARDIZED IQ TESTS

Profile	Age	Verbal IQ	Non-verbal IQ	Individual IQ	General Checklist Items Checked	Intellectual Checklist Items Checked	Gifted Sub- jective	Gifted Objec- tive
I	11-9	130	131	131	10	11	Yes	Yes
II	11-2	134	110	118	9	3	No	No
III	11-4	132	118	121	4	1	No	No
IV	11-4	132	112	129	8	2	No	Yes*
V	11-1	131	121	130	12	8	Yes	Yes
VI	11-4	119	117	131	9	12	Yes	Yes
VII	11-7	138	124	132	9	8	Yes	Yes
VIII	11-9	130	109	124	8	4	No	No
IX	11-6	128	133	132	6	9	Yes	Yes
X	11-8	134	133	131	7	11	Yes	Yes

*Lacked one point of being "gifted" according to established criteria for intellectual giftedness in this study.

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The problem was to determine whether sixth-grade teachers identify the same sixth-grade children as "intellectually gifted" by means of a planned program of subjective observation as are identified as such by the use of the Lorge-Thorndike (group) and Stanford-Binet (individual) intelligence tests in the Adel Community Schools, Adel, Iowa.

Following an intensive study of the literature concerning gifted children, a checklist for the purpose of initial screening was formulated. An additional checklist for intellectually gifted children was used for the purpose of determining if those screened by the first checklist were intellectually gifted. These checklists were used by the sixth-grade teachers. Teachers who saw the children a maximum of one or two hours per week usually did not consult the school's permanent records and thus lacked a thorough knowledge of each child's habits, likes, dislikes, strengths, and general weaknesses. They, therefore, used the checklist primarily for writing notations about each child who exhibited strengths in their particular subject area. The

writer and the other teachers who taught the sixth-graders often used unscheduled conferences to discuss a clue or indication of giftedness.

At the end of each month and after a consultation with the other teachers involved, the writer made an evaluation of the checks marked on the checklist and noted possible suggestions of precocity. The three-month observation period was terminated with a final overall evaluation of each checklist. Identification was made by means of the subjective method.

The following day the guidance counselor began administering a group intelligence test (Lorge-Thorndike-Level 3, Form A, verbal and non-verbal) to the two classes of sixth-graders. Nine students were found through the use of at least one part of the standardized group test to have IQ's of 130 or above. These students were then individually tested (Stanford-Binet, Form LM 1960 Revised). The one boy who failed to score above 119 on either part of the group test but appeared to be precocious was also tested individually. He was found to have an IQ of 130 on the individual test. Five others had IQ's of 130 on the individual test also. These six had been identified as gifted by the writer. Of the remaining four who tested 130 or above on a part of the group test, one had an IQ of 129 on the individual test, whereas the other three did not come close to the cut-off point in their individual test.

In summary, the six pupils identified as gifted by the writer were found to be gifted by the individual test. The remaining three identified as gifted on one part of the group test, were not found to be gifted via the individual test. One student who had not been subjectively identified as being gifted was found to have an IQ of 129 on the individual test--one point below the cut-off point.

II. CONCLUSIONS

The writer's hypothesis that a teacher could be quite accurate in ascertaining intellectual giftedness through the systematic use of checklists and careful observation appeared to be substantiated by the results of this study. Moreover, it would seem that by following each yearly observation with a self-appraisal, the teacher could refine the methods used to achieve scrupulous objectivity while using a subjective method of identification. Additionally, it appears that on the basis of IQ's from group intelligence tests only, a high composite score is necessary to accurately predict giftedness.

Finally, it might be stated that the results of this study show that teachers can achieve a high level of accuracy in identifying intellectually gifted children through the use of systematic subjective methods.

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APPENDIX

CHECKLIST FOR IDENTIFICATION
OF GIFTED CHILDREN

General Characteristics

1. Is well-developed physically; generally healthy. _____
2. Is larger for his age than his peers, and appears to be further developed sexually than his age peers. _____
3. Comes from a home where the parents are in professional or managerial positions. _____
4. Comes from a family of few or no siblings. _____
5. Is first or second-born in his family. _____
6. Is self-motivated--has a long attention span. _____
7. Has and uses the ability to generalize. _____
8. Dislikes manual tasks, such as penmanship, sewing, but prefers literature, dramatics and science. _____
9. Is versatile--may suggest related activities to correspond with an assignment. _____
10. Is self-confident, but also highly sensitive to his own needs and limitations. _____
11. Tends to be talented in other areas, in addition to intellectual pursuits, such as art and music. _____
12. Is well-liked by his peers; strong in leadership. _____
13. Is stable emotionally. _____
14. Is young for his grade in school. _____

Characteristics of intellectually gifted child

1. Learns rapidly and easily. _____
2. Uses a lot of common sense and practical knowledge. _____
3. Reasons things out, thinks clearly and recognizes relationships; comprehends meanings. _____
4. Retains what he has heard or read without much rote drill. _____
5. Knows about many things of which other children are unaware. _____
6. Uses a large number of words easily and accurately. _____
7. Can read books that are one to two years in advance of the rest of the class. _____
8. Performs difficult mental tasks. _____
9. Asks many questions. Is interested in a wide range of things. _____
10. Does some academic work one to two years in advance of the class. _____
11. Is original, uses good but unusual methods or ideas. _____
12. Is alert, keenly observant, responds quickly. _____